DOCUMENT RESUME

ED 069 358 PS 005 947

AUTHOR	Flapan, Dorothy
TITLE	Assessment of Early Child Development.
PUB DATE	72
NOTE	29p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Biographical Inventories; *Child Development; *Evaluation; *Individual Development; *Measurement Instruments; Measurement Techniques; Mental Development; Personality Development; *Student Records
IDENTIFIERS	*Short Assessment Outline

ABSTRACT

This is a short assessment outline for use by non-clinicians in evaluating the development of young children. It usually requires 20-30 minutes to assess one child. It may be used periodically to evaluate changes, as a year-end summary, or as a means of communicating with others who have contacts with the child. Sections of the assessment deal with: (1) development of various abilities, (2) development of emotions, (3) developmental characteristics and social relationships, (4) physical factors, (5) concerns about the child, including family and life situation, and (6) final assessment, which includes a checklist of possible explanations and recommendations for action. (DG)

FILMED FROM BEST AVAILABLE COPY

U. S. DEPARTMENT
OFFI

ED 069358

PS 005947

ASSESSMENT OF EARLY CHILD DEVELOPMENT

Dorothy Flapan, Ph.D.*(1)

THIS DOCUMENT H
PERSON OR ORGAN
STATED DO NOT N
POSITION OR POLIC

Clinicians at the Child Development Center of the Jewish Board of Guardia
a Short Assessment Outline for use by non-clinicians in evaluating the develop
This Short Assessment Outline is designed as a guide to help you formulate and
yourself what you know about each child with whom you are working. It is to b
of your experience with and knowledge about the child. As with any guide the
all you want to say about a specific child will be included. However, the use
Outline will permit the study of a child's progression or lack of pregression
as pointing up specific items important in the development of a child. For yo
want to re-formulate an item or add items that are not included. (We would ap
to us any changes you think advisable, since study of this outline is continui

Based on your answers to the specific items in the guide as well as whate
have made in the spaces provided, you are to make a final assessment of the ch
kinds of problems that you feel the child has, and to give your recommendation
these problems.

The form usually requires 20-30 minutes to fill out for each child. It i
used as a substitute for a lengthier, more intensive report, but as a gross i
suggesting directions for action. This form may be filled out at various time
and then used to evaluate changes that have occurred. It may also be used as
or as a means of communicating with others who will have contacts with the chi

Such an evaluation can also be used as a basis for conferring with the chi
for planning special classroom experiences or for consulting with clinical spec

*Copyright, 1972, New York City

(1) Mr. Ruediger Schroeer. Research Assistant at Child Development Center helped d
devising this version of the Assessment Outline and contributed especially in
and reliability.

PERMISSION TO REPRODUCE THIS COPY
RIGHTED MATERIAL HAS BEEN GRANTED
BY Dorothy Flapan

TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE U.S. OFFICE
OF EDUCATION. FURTHER REPRODUCTION
OUTSIDE THE ERIC SYSTEM REQUIRES PER
MISSION OF THE COPYRIGHT OWNER

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SSMENT OF EARLY CHILD DEVELOPMENT

Dorothy Flapan, Ph.D.*(1)

velopment Center of the Jewish Board of Guardians have constructed
se by non-clinicians in evaluating the development of young children.
designed as a guide to help you formulate and make explicit to
h child with whom you are working. It is to be filled out on the basis
wledge about the child. As with any guide there is no guarantee that
ific child will be included. However, the use of this Short Assessment
a child's progression or lack of pregression in development, as well
portant in the development of a child. For your own purposes you may
add items that are not included. (We would appreciate your communicating
sable, since study of this outline is continuing)

e specific items in the guide as well as whatever comments you
, you are to make a final assessment of the child, to indicate the
the child has, and to give your recommendations for dealing with

0-30 minutes to fill out for each child. It is not intended to be
hier, more intensive report, but as a gross initial assessment,
. This form may be filled out at various times during the year
s that have occurred. It may also be used as a year-end summary
ith others who will have contacts with the child.

be used as a basis for conferring with the child's parents,
xperiences or for consulting with clinical specialists.

Assistant at Child Development Center helped during 1970-1971 in
essment Outline and contributed especially in determining validity

PRODUCE THIS COPY
HAS BEEN GRANTED
Dy Flapan

NIZATIONS OPERATING
WITH THE U.S. OFFICE
THER REPRODUCTION
STEM REQUIRES PER
RIGHT OWNER

Directions for Sheet One

On sheet one you will find nine items that deal with the development of various abil
how you feel this child compares with other children the same age by placing an X inside
( ) for each descriptive phrase. In addition, in the column made available for comments

(a) recent changes
(b) conditions under which the ability varies
(c) how the ability is manifested
(d) any other comments

Hypothetical example:

Descriptive phrase	Quality, compared to other children the same age			Recent changes, conditions under whic varies, how the ability is manifested
	below average	average	above average	
Ability to deal with difficult, new or strange situations	(X)	( )	( )	Has recently become worse. Handles s adequately, but often withdraws or re comes into the room.

This indicates that you feel this child's ability to deal with difficult situations is be
compared to other children the same age, and that this ability has recently become worse.

Directions for Sheet One

items that deal with the development of various abilities. Indicate
n other children the same age by placing an X inside the parentheses
n addition, in the column made available for comments you may record:

ity varies

to other age	Recent changes, conditions under which the ability varies, how the ability is manifested, any other comments.
above average ( )	Has recently become worse. Handles some new situations adequately, but often withdraws or retreats when a stranger comes into the room.

ld's ability to deal with difficult situations is below average
ge, and that this ability has recently become worse.

Sheet one -

Child's name
Age:
Date:

Descriptive phrase	Quality of description, compared to other children the same age			Recent changes, conditions under wh how the ability is manifested any
Coordination of large body movement	below average ( )	average ( )	above average ( )	
Coordination of small body movement	below average ( )	average ( )	above average ( )	
Vocabulary	smaller than average ( )	average ( )	larger than average ( )	
Communication skill with adults	below average ( )	average ( )	above average ( )	
Communication skill with children	below average ( )	average ( )	above average ( )	
Ability to handle materials	below average ( )	average ( )	above average ( )	
Ability to deal with difficult, new or strange situations	below average ( )	average ( )	above average ( )	
Ability to wait for things	below average ( )	average ( )	above average ( )	
Ability to pay attention and concentrate	below average ( )	average ( )	above average ( )	

[illegible] may be written on the back of this page

Child's name: _____

Age: _____ Sex: _____

Date: _____

description, compared to children the same age		Recent changes, conditions under which the ability varies, how the ability is manifested any other comments.
average ( )	above average ( )	
average ( )	above average ( )	
average ( )	larger than average ( )	
average ( )	above average ( )	
average ( )	above average ( )	
average ( )	above average ( )	
average ( )	above average ( )	
average ( )	above average ( )	
average ( )	above average ( )	

may be written on the back of this page

Directions for sheets two and

On sheets two and three you will find items dealing with develop
labeled miscellaneous. Indicate how often you feel the child sho
by circling the appropriate number for each emotion or behavior.

Circling (1) indicates that you feel this child most of the time
Circling (2) indicates that you feel this child sometimes shows t
Circling (3) indicates that you feel this child rarely shows the

In addition, in the column made available for comments you may re
(a) recent changes
(b) circumstances which bring out the specific emotion and/or beh
(c) similarity or lack of similarity in emotions felt and emotion
(d) ways the feelings or behaviors are expressed
(e) any other comments

Hypothetical example:

Description of behavior or emotion	Qualities of behaviors or emotions			
Expression of affection	extreme, intense	artificial, exaggerated, overdemonstrative	very controlled or inhibited	open, direc spont
with mother	1 2 (3)	1 2 (3)	(1) 2 3	1 2 (3)
with father	1 2 (3)	1 2 (3)	(1) 2 3	1 2 (3)
with teacher	1 2 (3)	1 2 (3)	(1) 2 3	1 2 (3)
with children	1 2 (3)	1 2 (3)	(1) 2 3	1 (2) 3

This indicates that you feel this child is very controlled or inhi
mother, father, teacher and children. Sometimes the child can spo
This problem has continued a long time.

PS 005947

Directions for sheets two and three

three you will find items dealing with development of emotions and items that are
eous. Indicate how often you feel the child shows the various emotions or behaviors
ppropriate number for each emotion or behavior.

cates that you feel this child most of the time shows the particular emotion or behavior described.
cates that you feel this child sometimes shows the particular emotion or behavior described.
cates that you feel this child rarely shows the particular emotion or behavior described.

he column made available for comments you may record:
s
which bring out the specific emotion and/or behavior.
lack of similarity in emotions felt and emotions expressed
ings or behaviors are expressed
ments

ple:

Qualities of behaviors or emotions				Recent changes, circumstances which bring out the specific emotion and/or behavior, similarity or lack of similarity in emotions felt and emotions expressed, ways the feelings or behaviors are expressed, any other comments.
xtreme, ntense	artificial, exaggerated, overdemonstrative	very controlled or inhibited	open, direct, spontaneous	
2 (3)	1 2 (3)	(1) 2 3	1 2 (3)	This has been a problem of long standing. Once in awhile he may briefly hold another child's hand.
2 (3)	1 2 (3)	(1) 2 3	1 2 (3)	
2 (3)	1 2 (3)	(1) 2 3	1 2 (3)	
2 (3)	1 2 (3)	(1) 2 3	1 (2) 3	

t you feel this child is very controlled or inhibited in his expression of affection with
eacher and children. Sometimes the child can spontaneously express affection with children.
continued a long time.

Circle (2) - indicates sometimes
Circle (3) - indicates rarely

Date:

Description of behavior or emotion	Qualities of emotions				Recent changes, circumstances emotion and/or behavior, simil in emotions felt and emotions or behaviors are expressed, an
Expression of affection	extreme, intense	artificial exaggerated overdemonstrative	controlled or inhibited	open, direct, spontaneous	
with mother	1 2 3	1 2 3	1 2 3	1 2 3	
with father	1 2 3	1 2 3	1 2 3	1 2 3	
with teacher	1 2 3	1 2 3	1 2 3	1 2 3	
with children	1 2 3	1 2 3	1 2 3	1 2 3	
Response to expression of affection	shows strong need for it	anxious, uncomfortable	ignores uninterested	accepts easily, pleased	
with mother	1 2 3	1 2 3	1 2 3	1 2 3	
with father	1 2 3	1 2 3	1 2 3	1 2 3	
with teacher	1 2 3	1 2 3	1 2 3	1 2 3	
with children	1 2 3	1 2 3	1 2 3	1 2 3	
Expression of aggression		artificial exaggerated overdemonstrative	very controlled or inhibited	open, direct, spontaneous	
toward mother	extreme, intense 1 2 3	1 2 3	1 2 3	1 2 3	
father	1 2 3	1 2 3	1 2 3	1 2 3	
teacher	1 2 3	1 2 3	1 2 3	1 2 3	
children	1 2 3	1 2 3	1 2 3	1 2 3	
Response to reprimands	extreme aggression	anxiety withdraws	seems to ignore, not notice	tolerates, responds moderately	
of mother	1 2 3	1 2 3	1 2 3	1 2 3	
of father	1 2 3	1 2 3	1 2 3	1 2 3	
of teacher	1 2 3	1 2 3	1 2 3	1 2 3	
Response to expression of aggression by children	extreme aggression 1 2 3	anxiety, withdraws 1 2 3	seems to ignore not notice 1 2 3	tolerates responds moderately 1 2 3	
Characteristic mood	angry	anxious fearful	sad, unhappy	happy	

Date: _____

gs		Recent changes, circumstances which bring out the specific emotion and/or behavior, similarity or lack of similarity in emotions felt and emotions expressed, ways the feelings or behaviors are expressed, any other comments.
ontrolled r nhibited 2 3 2 3 2 3 2 3	open, direct, spontaneous 1 2 3 1 2 3 1 2 3 1 2 3	
gnores inter- sted 2 3 2 3 2 3 2 3	accepts easily, pleased 1 2 3 1 2 3 1 2 3 1 2 3	
ery con- rolled r nhibited 2 3 2 3 2 3 2 3	open, direct, spontaneous 1 2 3 1 2 3 1 2 3 1 2 3	
eems to gnore, ot notice 2 3 2 3 2 3	tolerates, responds moderately 1 2 3 1 2 3 1 2 3	
eems to gnore t notice 2 3	tolerates responds moderately 1 2 3	
d, happy	happy	

Sheet three - Miscellaneous

Child's nam
Age:
Date:

Circle (1) - indicates most of the time
Circle (2) - indicates sometimes
Circle (3) - indicates rarely

Description of behavior	Qualities of behaviors				Recent changes out the specific
Body activity	rigid, stiff, awkward 1 2 3	slow, cautious 1 2 3	uncontrolled, wild 1 2 3	free and spontaneous 1 2 3	
How time is spent	alone 1 2 3	with teacher 1 2 3	with one child 1 2 3	with group of children 1 2 3	
Type of play	solitary 1 2 3	Parallel and/or imitative 1 2 3	competitive, challenging 1 2 3	cooperative 1 2 3	

Additional comments may be written on the back of this page

Miscellaneous

Child's name: _____
Age: _____ Sex: _____
Date: _____

ime

behaviors

		Recent changes, circumstances which bring out the specific behavior, any other comments
uncontrolled, wild 1 2 3	free and spontaneous 1 2 3	
with one child 1 2 3	with group of children 1 2 3	
competitive, challenging 1 2 3	cooperative 1 2 3	

ditional comments may be written on the back of this page

Directions for sheets four, five and six

The next three pages deal with developmental characteristics and social relationships.

Circling (1) indicates you feel that the child engages in the behavior most of the time, strongly present in the child or the characteristic strongly describes the child
Circling (2) indicates you feel that the child engages in the behavior some of the time somewhat descriptive of the child or is sometimes present.
Circling (3) indicates you feel that the child engages in the behavior very rarely, the the child very minimally.
If you cannot respond to a specific item, leave it blank. (You may later try to observe to get an answer.)

In addition, in the space made available for comments you may record:
(a) recent changes
(b) circumstances which bring out the behavior
(c) ways in which the behaviors are expressed
(d) a phrase that better describes the child
(e) any other comments

Characteristic	Father	Mother	Teacher	Boys	Girls	Recent changes circu behavior, ways in wh expressed, a phrase t child, any other comm
Complains to	(1) 2 3	(1) 2 3	1 (2) 3	1 2 (3)	1 (2) 3	The child very often and his mother about He sometimes complain feels other children rarely seems to compl He complains to girls not playing fair. He recently.

ections for sheets four, five and six

opmental characteristics and social relationships.

the child engages in the behavior most of the time, the characteristic is
the characteristic strongly describes the child
the child engages in the behavior some of the time. the characteristic is
d or is sometimes present.
the child engages in the behavior very rarely, the characteristic describes

item, leave it blank. (You may later try to observe the child or talk to him

able for comments you may record:

the behavior
e expressed
the child

	Teacher	Boys	Girls	Recent changes, circumstances which bring out the behavior, ways in which the behaviors are expressed, a phrase that better describes the child, any other comments.
3	1 (2) 3	1 2 (3)	1 (2) 3	The child very often complains to his father and his mother about what other children have. He sometimes complains to the teacher when he feels other children have wronged him. He rarely seems to complain to boys about anything. He complains to girls when he feels they are not playing fair. He has been complaining less recently.

Sheet four Developmental Characteristics and Social Relationships

Circle 1 - indicates most of the time
Circle 2 - indicates sometimes
Circle 3 - indicates rarely

Characteristic	Father	Mother	Teacher	Boys	Girls	Recent changes, circum behavior, ways in whic a phrase that better d comments.
Well-behaved, obeys does not get into trouble when with	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Clings to	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Dependent on	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Whines when with, complains to	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Asks for help from	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Negative, defiant	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Stubborn toward	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Bossy, domineering toward	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	

Additional comments may be written on the back of this

ental Characteristics and Social Relationships

Child's name: _____
Age: _____ Sex: _____
Date: _____

Teacher	Boys	Girls	Recent changes, circumstances which bring out the behavior, ways in which the behaviors are expressed, a phrase that better describes the child, any other comments.
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	
1 2 3	1 2 3	1 2 3	

ional comments may be written on the back of this page

Sheet five - Developmental Characteristics and Social Relationships

Circle 1 - indicates most of the time
Circle 2 - indicates sometimes
Circle 3 - indicates rarely

Ch
Ag
Da

Recent changes, circ
behavior, ways in wh
a phrase that better
comments.

Characteristic	Father	Mother	Teacher	Boys	Girls	
Responsive, friendly, cooperative with	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Competitive, bragging, challenging with	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Assertive, forceful with	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Soft, quiet, passive, unassertive with	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Actively seeks attention of	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Avoids attention of	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Shows off to	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Seductive, manipulating, charming, flirtatious with	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	

opmental Characteristics and Social Relationships

Child's name: _____
Age: _____ Sex: _____
Date: _____

cates most of the time
cates sometimes
cates rarely

other	Teacher	Boys	Girls	Recent changes, circumstances which bring out the behavior, ways in which the behaviors are expressed, a phrase that better describes the child, any other comments.
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	
2 3	1 2 3	1 2 3	1 2 3	

Sheet six - Developmental Characteristics and Social Relationships

Circle 1 - indicates most of the time
Circle 2 - indicates sometimes
Circle 3 - indicates rarely

Characteristic				Recent changes, circu behavior, ways in whic s phrase that better d other comments.
Gets hurt by other children	1	2	3	
Hurts other children	1	2	3	
Hurts self	1	2	3	
Is organized, orderly	1	2	3	
Is disorganized, disorderly	1	2	3	
Admires self, proud of self	1	2	3	
Criticizes self, finds fault with self	1	2	3	

Additional comments:

pmental Characteristics and Social Relationships

tes most of the time
tes sometimes
tes rarely

Child's name:_____
Age:_____ Sex:_____
Date:_____

		Recent changes, circumstances which bring out the behavior, ways in which the behaviors are expressed, a phrase that better describes the child, any other comments.
	3	
	3	
	3	
	3	
	3	
	3	
	3	

onal comments:

Check those boxes and answer the questions that apply to this child. Date:

General Health:	Poor	Fair	Good	Excellent

Hearing:	Poor	Fair	Good
	Not checked within last six months		Checked within last six months

Eyesight:	Poor	Fair	Good
	Not Checked within last six months		Checked within last six months

Handicaps:	Yes, and interfere with functioning	Yes, but do not interfere with functioning	No

Describe Handicaps:

Does this child have any speech impediments: Yes:___ No:___
Describe impediment:

Does this child have any symptoms that you consider to be significant (for example: nervou difficulties, toileting problems, intensive fears, etc.?) Yes:___ No:___
Describe the symptoms:

the questions that apply to this child. Date: _____

Health:	Poor	Fair	Good	Excellent

	Poor	Fair	Good
:	Not checked within last six months		Checked within last six months

	Poor	Fair	Good
nt:	Not Checked within last six months		Checked within last six months

aps:	Yes, and interfere with functioning	Yes, but do not interfere with functioning	No

impediments: Yes:___ No:___

ns that you consider to be significant (for example: nervous habits, eating c, intensive fears, etc.?) Yes:___ No:___

Sheet eight -

Chi
Age
Dat

Your concerns about this child:
(You may include here reference to the child's family or life situation, as well as behaviors of the child.)

Strengths of this child:

Specific questions about this child which need future clarification:

Child's name:_____
Age:_____Sex:_____
Date:_____

e child's family
rs of the child.)

hich need future clarification:

Sheet nine -

Child's
Age:___
Date:___

A. Final Assessment: (Circle either 1, 2, 3, or 4 to indicate which best expresses y
(You many not know whether to put a child into group 2 or group 3; and this in its
consideration.)

1. This child is able to progress developmentally.
He is within the expected range for his age and sex in the areas considered
in general would be considered age adequate. No special help or attention is

2. This child is progressing developmentally but has problems in some areas.
He is within the expected range for his age but at the same time is experienc
or problems. (Certain symptoms occur in response to the environment and are
as other symptoms; therefore any symptom is to be looked at within the total

3. This child is not progressing as would be expected.
There are problems that interfere with development in significant areas (Such
being unable to relate to anyone except his mother, being unable to handle his
aggression, showing hyperactivity and much impulsiveness, having serious learn
inhibiting all expressions of feelings.)

4. This child had problems that had interfered with his developmental progression but
improvement.
This takes into consideration the fact that there may be a recent change in th
direction of overcoming a symptom or coping with problems. It includes even c
progression is slow, provided they have recently started to show some progress
development interfered with for a period. The child might be recovering from
traumatization such as the beginning of nursery school, the illness of a paren
a sibling. Because of the trauma, there may have been some inhibition or regr
development began moving forward again.

Child's name: _____
Age: _____ Sex: _____
Date: _____

either 1, 2, 3, or 4 to indicate which best expresses your opinion.
to put a child into group 2 or group 3; and this in itself is an important

ress developmentally.
cted range for his age and sex in the areas considered His functioning
onsidered age adequate. No special help or attention is necessary.

developmentally but has problems in some areas.
cted range for his age but at the same time is experiencing some difficulties
symptoms occur in response to the environment and are not as significant
erefore any symptom is to be looked at within the total picture.)

ng as would be expected.
t interfere with development in significant areas (Such problems might include
to anyone except his mother, being unable to handle his own and/or others'
peractivity and much impulsiveness, having serious learning difficulties,
ions of feelings.)

t had interfered with his developmental progression but is currently showing

eration the fact that there may be a recent change in the child in the
g a symptom or coping with problems. It includes even children whose
rovided they have recently started to show some progression after having
with for a period. The child might be recovering from a significant
the beginning of nursery school, the illness of a parent, the birth of
the trauma, there may have been some inhibition or regression before the
ng forward again.

Ch
Ag
Da

B. Possible Explanations for 2, 3, or 4. Of the following three explanations, you feel are necessary, and if you circle number 1, underline all the phrases possibilities.)

1. These problems are probably a reaction to a recent or current situation; e.g. separation of parents, death of a significant person, illness of parent or ot birth of a sibling, change of residence, trip, other_____

2. These problems are probably a direct consequence of the particular group the

3. These problems are part of the child's general behavior pattern.

4. These problems are due to_____

C. Recommendations for action by the teacher. (Circle as many numbers as necess

1. Providing special consideration for the child, such as the teacher giving him for him to engage in special activities, providing more opportunities for con children, or in other ways providing a therapeutic experience within the educ

2. Discussing the child's problems with the parent(s) in the hope that by giving the child's difficulties, the parent(s) would then be able to act in a way to the problems.

3. Putting the child into a different group at school in the hope that moving hi or accentuated the problem would in itself be therapeutic.

4. Consulting with a mental health person to discuss the child's behavior.

5. Referring the child to a mental health resource for additional assessment and

6. Stating that no special action is necessary, if it is expected that the proble natural course of development.

Child's name: _____
Age: _____ Sex: _____
Date: _____

r 2, 3, or 4. Of the following three explanations, circle as many numbers as
and if you circle number 1, underline all the phrases which you think are

bly a reaction to a recent or current situation; e.g. starting nursery-school,
eath of a significant person, illness of parent or other significant person,
ge of residence, trip, other_____.

bly a direct consequence of the particular group the child is in at school.

of the child's general behavior pattern.

o_____.

on by the teacher. (Circle as many numbers as necessary.)

eration for the child, such as the teacher giving him more individual time, arranging
cial activities, providing more opportunities for contact with specific other
s providing a therapeutic experience within the educational setting.

roblems with the parent(s) in the hope that by giving the parent(s) an awareness of
, the parent(s) would then be able to act in a way to help the child or to minimize

different group at school in the hope that moving him from a group that precipitated
m would in itself be therapeutic.

health person to discuss the child's behavior.

mental health resource for additional assessment and recommendations.

ction is necessary, if it is expected that the problem will disappear in the
ment.

Sheet eleven -

Child
Age:
Date:

Profile Over The Years

Year	Grouping of Child (1, 2, 3, 4)	Items that continue to be significant	

Child's name: _____
Age: _____ Sex: _____
Date: _____

Profile Over The Years

of Child 3, 4)	Items that continue to be significant	Items that have changed